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ABSTRACT

This guide offers a framework for action for employer associations to help their members develop school-to-career programs that reflect the needs of today's workplace. The framework for action covers three areas: (1) identifying the major constituents; (2) understanding the constituents' needs; and (3) helping employers effect change. The framework recognizes the different roles an association might play at the local, state, and national levels and acknowledges the interdependence among the three levels. Throughout the guide, examples of programs and activities conducted by various associations are provided. An appendix contains a classification framework for employer associations to use in creating school-to-career programs. (KC)

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Employer Associations' Actions for School-to-Career

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MICA

A School to Career Program

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Finding qualified workers for any job level is no easy task; in fact, it is getting more difficult all the time. The problem is gravest at the entry level because many candidates lack even the most basic skills necessary to perform adequately.

As an executive of an employer association, you know that your members need help in this very tight labor market. To remain number one in productivity and meet the many demands of today's global economy, they need workers who are both literate and able to think critically.

At the same time, educators, too, need help. They face a host of challenges, from a far more diverse student base to a growing demand for more and varied curricula.

From surveys, we know that your members believe the answer lies in developing more effective school-to-career programs that better reflect the needs of today's workplace. To make such changes, your members must work closely with educators and government officials — a tough assignment for the many employers already stretched to capacity.

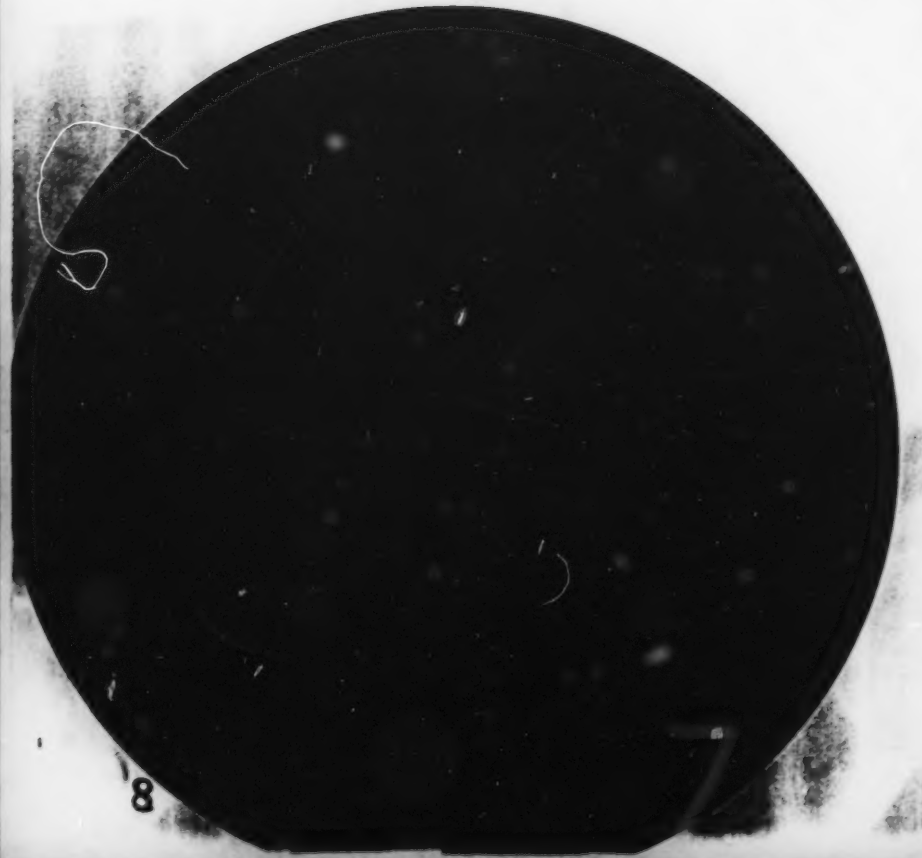
Because of your association's experience and infrastructure, you can play a pivotal role in helping your members make their needs known to educators and government officials. By serving as an intermediary, you can make changes that will benefit your members for years to come.

This book offers a framework for action: ideas you can use to ensure your members remain competitive and productive. It was produced by the Manufacturing Industries Careers Alliance (MICA), an alliance between the Center for Workforce Success of the National Association of Manufacturers and the Institute for Educational Leadership. (MICA has been funded by the U.S. School-to-Work Opportunities Office.) In addition, NAM affiliates at the state and local levels and representatives of the metalworking, equipment distribution and chemical industries contributed greatly to the development of this framework. We thank them for their valuable input.

For more information on MICA and school-to-work, please contact the MICA partners listed at the end of this booklet.

A Prep

Needed: A Prepared Workforce



Asked to name the biggest barrier to competing effectively in today's global marketplace, most American employers — especially manufacturers — would point the finger squarely at the lack of qualified workers.

Today's workforce faces fierce competition and, consequently, must achieve ever higher levels of productivity. To meet those challenges, workers must have the education, skills and training needed to communicate well and to understand and use rapidly advancing technology. The problem, say American employers, is that far too many potential workers lack even the most basic skills. They are frustrated that young people graduate high school without adequate preparation for careers in the modern workplace.

In the past, we assumed that a high-school diploma represented a student's mastery of basic skills: the skills needed to move into an entry-level job. Not so today. As statistics prove, far too many of today's high-school graduates don't pass muster. Even more discouraging, their lack of basic skills goes beyond math and English. Many have never learned the importance of such business mores, as getting to work on time; giving their best every day; and even adhering to an established lunch break.

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...red Workforce

A recent survey of American manufacturers commissioned by the NAM's Center for Workforce Success offers a sobering perspective. The survey found that —

- 88 percent of responding manufacturers report difficulties in finding qualified candidates in at least one job function — from unskilled production-line positions to highly technical computer programming jobs; and
- 60 percent of manufacturers typically reject at least half of all of applicants as unqualified, lacking both relevant skills and work experience. Some report having to reject all candidates.

As an association leader, you've probably heard similar complaints from many of your members. You're certainly not alone. In fact, when the Center for Workforce Success surveyed executives of manufacturing associations, it found that —

- the number-one business problem of association members is "hiring, retaining and maintaining the skills of the workforce," according to more than half of the responding associations. They characterized it as "a very serious and worsening problem."
- more than three-fourths of responding associations believed that K–12 school systems are not doing a good job; two-thirds believed that schools have not improved overall in the past 10 years. Eighty percent believed that local public job-training programs are not doing a good job.

Despite an increasing number of partnerships between businesses and educators, the fact remains that many employers are growing increasingly concerned. They believe educators need to be made more aware of the demands and career opportunities of the modern workplace, especially in manufacturing. They also believe everyone could benefit if schools better understood the compelling need to implement school-to-career (STC) programs; a need driven by —

- rapidly changing technologies in the workplace that are outstripping capacity; and
- more reliance on front-line workers to solve problems and work as teams.

Educators, like employers, have their own challenges to face. The public sector has a responsibility to provide a solid education for all youth, beyond just preparing them for work. Yet, preparing young people for economic self-sufficiency is still one of the weak links in schools across the country.

Despite an increasing number of partnerships between businesses and educators, the fact remains that many employers are growing increasingly concerned.

Meeting the

Meeting the Challenge: A Collaborative Response

Somehow, we need to reconnect the school to the workplace, so that educators and employers are working toward mutual goals. The answer lies in greater collaboration.

Just as manufacturers must collaborate with each other to keep pace with technological change, they must do the same with their greatest suppliers of human resources: the schools and other workforce development organizations supported by public resources.

Such collaboration should emphasize learning by doing or, as it's known today, work-based learning. Studies show that about 70 percent of people learn best through the hands-on experience provided by work-based learning. Those studies also show that teachers can benefit just as much as students from this type of learning.

Working With Educators

Identifying the problems with America's educational system is relatively easy compared to actually effecting broad change within such a diverse, fragmented and autonomous system. Indeed, it's a misnomer to call it a system, as the facts below make clear.

Diversity Abounds in American Education

The United States has —

- 14,427 public school districts
- 82,660 comprehensive high schools
- 930 vocational technical schools
- 3,850 alternative high schools
- 1,683 charter schools
- 1,132 community colleges
- 4,009 four-year public institutions
- 1,453 private colleges

**List does not count other community-based organizations providing education-and-training support.*

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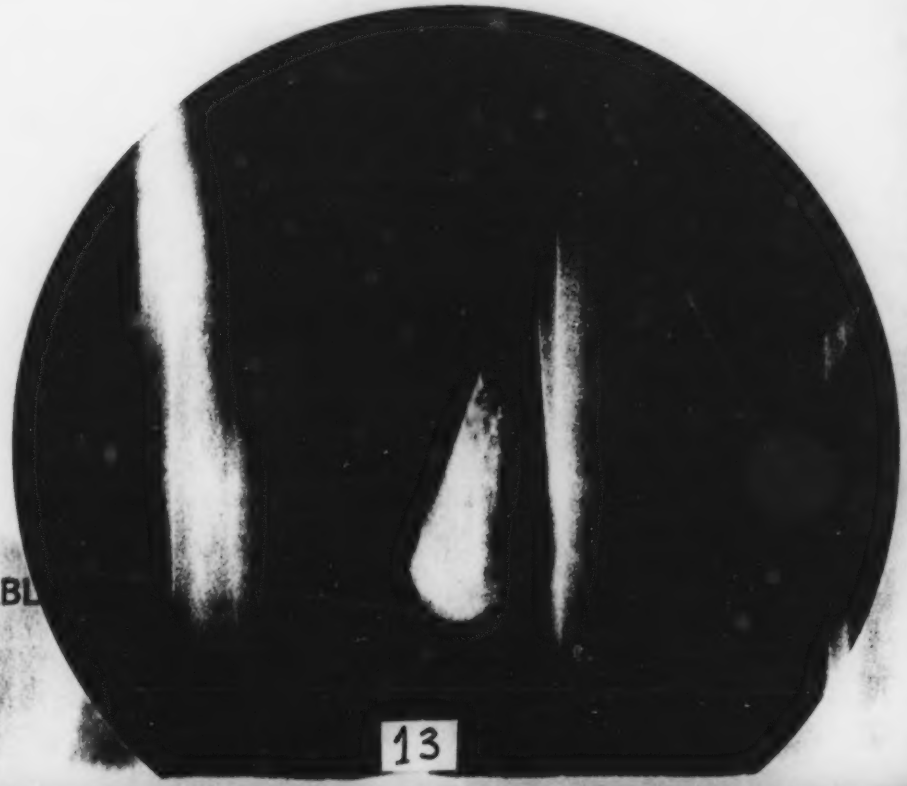
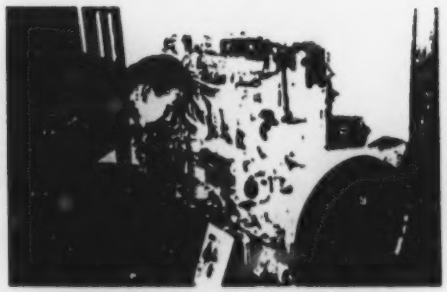


Equipment Industry Shows Students the Real World

The Associated Equipment Distributors (AED) Foundation is responding to the need for providing hands-on experience with unique programs that bring together business, education and the community. One such program is the Equipment & Technology Institute (ETI) at Gage Park High School in Chicago. The ETI provides an opportunity for students to enroll in a "school within a school" that combines high academic standards with technical training and real-world work experience. In the 1998–1999 school year, ETI students out-performed their non-ETI counterparts in reading and math proficiency exams and had a 93-percent student attendance rate.

Businesses that participate in the ETI program provide students, and often their parents and teachers, with an early glimpse of the skills required for success in today's workplace, through field trips, internships, job shadowing and constant communication between the school and the industry. Each student enrolled in the program receives a copy of the association's monthly trade publication at his or her home.

The ETI brings school and work together. It forms a partnership between educators and employers by inviting teachers into the workplace for summer internships, giving business volunteers a say in the curriculum and creating a format for joint planning in the form of a program steering committee. Chicago-area dealers have expressed an interest in accessing graduates from the ETI program. And, Chicago's Department of Fleet Maintenance has become a partner with the program, supplying work-based learning experiences to students.

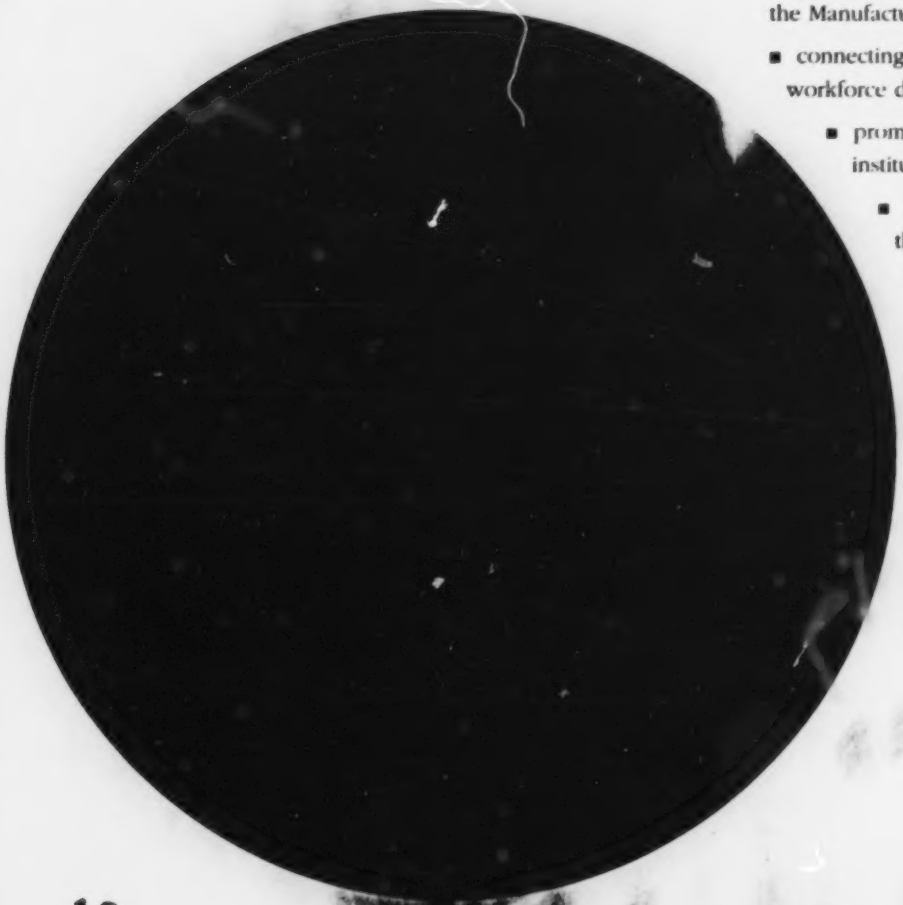


A student from the Associated Equipment Distributors' Equipment & Technology Institute examines a diesel engine during a field trip to a Chicago manufacturer.

Improving schools — including implementing work-based learning and other school-to-career strategies — will require new partnerships between educators and employers. That's a tough challenge because our educational system is so large, so complex and so layered. Now is the time to join with other associations to strengthen those efforts and help your members address the biggest challenge threatening their continued prosperity — and yours: nurturing a skilled future workforce.

Employers of all sizes need help in meeting these challenges and in championing their needs and ideas. That's where your association can play a significant role, because employers often turn to you for help in meeting human-resource challenges. Trade associations exist on the local, state and national levels, and they can be especially effective in forging the kind of collaboration needed to spur change. Moreover, in your own association, you may have supported efforts to improve the quality of education in your area.

MICA: Building Networks of Support for Associations



Not sure what role you can play? Don't know how to get started? MICA, the Manufacturing Industries Careers Alliance, works for you by —

- connecting employer associations concerned about manufacturing and workforce development at the local, state and national levels;
- promoting the use of industry skill standards in education-and-training institutions; and
- searching out and sharing associations' best practices by helping their members engage in effective STC — and helping educators and trainers provide services more relevant to the needs of modern manufacturing.

MICA works through the National Association of Manufacturers' networks. The NAM, with approximately 14,000 member companies, is a well-known and well-respected national trade association that represents more than 85 percent of the nation's manufacturers and 18 million workers. Through its affiliation with more than 300 general membership employer associations and industry groups at all levels, the NAM can help you build effective networks with educators across the country.

NAM National Association of Manufacturers

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A Framework for Action

To help navigate the murky waters of such diversity, MICA has developed the following *Framework for Action*. We devised this framework after consulting with local, state and national employer associations that are currently working to improve communication between schools and business.

The framework addresses the initial transition from schools to the workplace through STC programs. Use this framework to develop strategic plans for both internal and external purposes. Simply pick and choose among the many suggested activities and services we've highlighted.

The framework covers three areas:

- identifying your major constituents;
- understanding your constituents' needs; and
- helping employers effect change.

Since all industries and organizations are different, you will need to decide which aspects described here will work best for you; we recognize that no group can do everything at once.

The framework recognizes the different roles your association might play at each level (local, state and national); at the same time, it acknowledges the interdependence among the three levels.

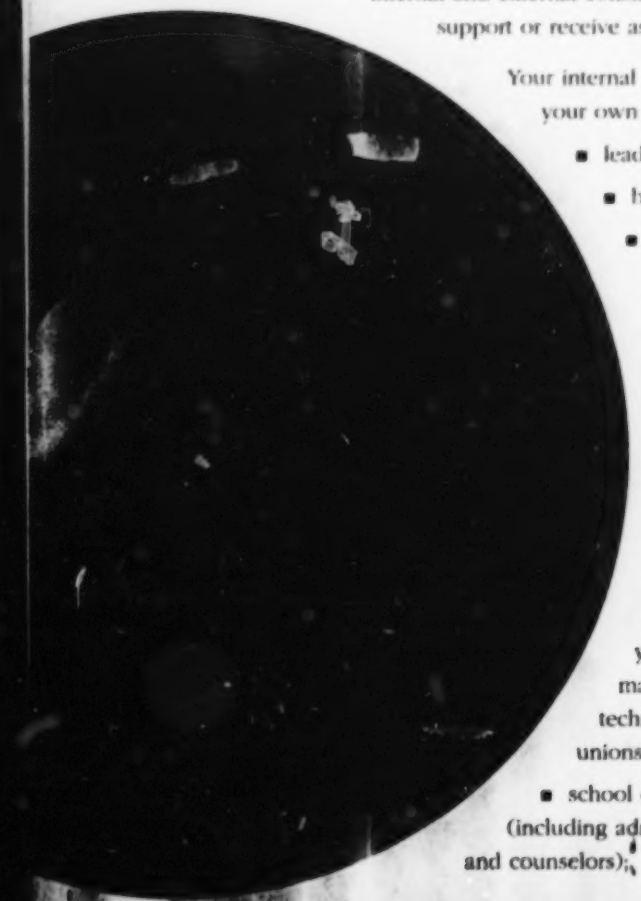
In essence, the framework stresses the natural role of associations as brokers, or intermediaries, in which your association helps shape more productive relationships between your members and those responsible for our educational systems. Locally, this will involve getting employers, educational and training institutions, students and parents to work together on STC activities. Such activities would include helping employers set up good work-based learning for students, teachers, counselors and others — and helping educators and trainers redesign course offerings to be more relevant to manufacturers' needs.

At the state and national levels, associations mainly influence policy-makers by developing and disseminating information and materials to them, and they can include STC in that work. At the same level, that can work to establish productive national and state networks with organizations representing educators, trainers and other employer associations.

The framework recognizes the different roles your association might play at each level.

Identifying Your Major Constituents

To engage effectively in STC, your association must consider both internal and external constituents. These groups may support or receive association services.



Your internal constituents would include your own organization's —

- leadership and staff;
- board of directors; and
- dues-paying members.

All must understand and support your association's STC initiatives.

If your organization is a local employer association, your external constituents might include —

- your member employers, as well as other employers whom you might serve (including managers, supervisors, technicians, workers and unions, where appropriate);
- school districts/individual schools (including administrators, teachers and counselors);
- post-secondary educational institutions (especially two-year institutions);
- training organizations, community-based organizations and other institutions serving special-needs and out-of-school youth targeted by STC;
- students and parents (including special-needs and out-of-school youth and their parents);
- education and workforce development policy-makers and practitioners (primarily local, but also state and national); and
- other local employer associations.

If your organization is a state or national employer association, your external constituencies might include —

- education and training legislators, regulators, policy-makers and interest groups (primarily at the state and national levels and, less often, at the local level);
- your member employers, as well as other employers whom you might serve (including managers, supervisors, technicians, workers and unions, where appropriate);
- school districts/individual schools (including administrators, teachers and counselors);
- post-secondary educational institutions (especially two-year institutions);
- educators and trainers (from schools, post-secondary institutions, training organizations and community-based organizations), as well as the national or state organizations representing them;
- other local employer associations; and
- students and parents.

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Detroit's Labor Pool Gets a Boost

Empowering potential workers in Detroit — and expanding the local labor pool — is one goal of the American Society of Employers (ASE), a Michigan-based organization that comprises more than 1,000 employers of all sizes. To that end, ASE has developed a program that effectively does both. Detroit students get the skills they need to land competitive jobs in manufacturing and local employers get a wider pool of skilled workers.

Since ASE launched its school-to-career effort, it has learned that for such programs to work in disadvantaged areas, employer associations must —

- work closely with community-based organizations to better understand the needs of the people who live the community;
- address the need for supportive or wrap-around services, such as transportation and child care;
- provide career information to young people so that they understand the training will lead to jobs and careers; and
- provide training to front-line supervisors on how to motivate and support disadvantaged new hires.

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Connecticut Covers All the Bases

The Connecticut Business and Industry Association (CBIA) seems to have covered all the bases in addressing the needs of educators, students and employers. For educators and potential workers, the organization has produced clear, concise information booklets and career videos outlining industry requirements for eight broad career clusters. The CBIA also has developed a guidebook that gives educators effective practices for involving employers in STC initiatives.

For employers, the CBIA has developed institutes and guidebooks for employer involvement, as well as an employer-incentive grant program. Local chambers of commerce, businesses and trade associations and other employer groups can use the grants to involve their members directly in school-to-career initiatives at the local and regional levels. In addition, the CBIA offers 11th and 12th graders a virtual-workplace experience through SciTEKS (Science Technology: Knowledge and Skills), a program created by the American Chemical Society.

A Hartford Public High School student participates in a Manufacturing Career Day program at a local employer.

Understanding Your Constituents' Needs

Support is critical to your success. Help your constituents understand the challenges and opportunities of the modern workplace (especially in manufacturing careers). At the same time, you need to understand what specific skills and characteristics they need from their workforce. You also may need to provide your constituents with training, advice and other support.

Internal Constituents' Needs

Your internal constituents will need to understand the following:

- all aspects of local/state education and training efforts, including how they are structured, who governs them, what their policies are and what resources are available;
- why your association is undertaking STC activities and what you expect to achieve; and
- why you need the support and whole-hearted involvement of your association's staff and board, along with the general public.

External Constituents' Needs

To participate effectively in STC, the external constituents need to understand the following:

- why manufacturing careers are so essential to our nation's economic health and, at the same time, are personally rewarding;
- what employers want from schools and high-school graduates — skills, skill standards and training options for enhancing skills — so individuals are prepared to enter manufacturing careers and move up the career path;
- how to revamp education and training to make it relevant to modern manufacturing;
- why a school-to-career focus is so important and what to expect when it is implemented;
- which STC practices work best (especially work-based learning opportunities) and how to implement them (including real life examples); and
- how students, teachers and counselors can gain access to high-quality, work-based learning opportunities.

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Oregon Business Council Scores Big With Worksite 21

Through Worksite 21, the Oregon Business Council (OBC) provides employers with a variety of tools and resources they can use to develop partnerships with local schools. The council is an association of more than 40 top business executives that focuses on public issues that affect Oregon's quality of life and future.

One of the Worksite 21 tools is a barometer that gauges the scope and growth of school-to-work and education-improvement activities of OBC member companies. The barometer measures traditional STC activities, such as worksite tours, job shadowing and student work experiences. It also records worksite visits by teachers, who play a critical role in helping young people see the connection between what they learn in school and what they need to know to succeed in the workplace.

Worksite 21 has also produced "The Bigger Picture," an interactive CD-ROM that employers can give to their employees to explore STC issues on their own. An accompanying 250-page guide helps employers plan employee workshops on STC issues.

Metalworking Industry Reaches Out to Educators

To help educators understand the needs of the metalworking industry, the National Institute for Metalworking Skills, Inc. (NIMS) has made its skill standards available to educators through local employers.

The skills standards cover four clusters: machining; machine building and maintenance; metalforming; and tool-, die- and mold-making. Educators can use these standards to develop and update curriculum. Individual employers provide a helpful bridge between the classroom and the work environment.

The National Institute for Metalworking Skills has succeeded in pioneering industry standards, skills-training programs and training-program certification procedures in several states in the United States.

Individual employers provide a helpful bridge between the classroom and the work environment.

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Helping Employers Effect Change

This section offers ways your organization can help individual employers effect change. To that end, your association will play four primary roles as: an active advocate for employers; a resource for employers; an information source for educators, trainers, students and parents; and an information source and support for your own staff, board and members.

Active Advocate for Employers

In this role, your association will take steps to better understand the needs of the employers you represent, advocate those needs and views, help formulate STC policy by serving on STC action bodies and influence both STC legislation and policy.

You can provide members with the following activities and services:

- maintain regular contact with employers (through focus groups, surveys, etc.) to understand and keep up-to-date on employer workforce development needs and what employers want schools to do;
- explain and advocate employer workforce needs to legislators, regulators, educators, other STC stakeholders and the general public;
- serve on policy bodies that govern or coordinate STC systems and promote improvements to the STC system; and
- convene, join or support partnerships, collaborations or consortia to implement effective STC systems and activities.

In addition, state or national associations may also want to help develop skill requirements for manufacturing jobs.

Resource for Employers

In this role, your association encourages employers (whether members or not) to get involved in STC activities, helps organize their involvement and either brokers or provides STC products and services to them.

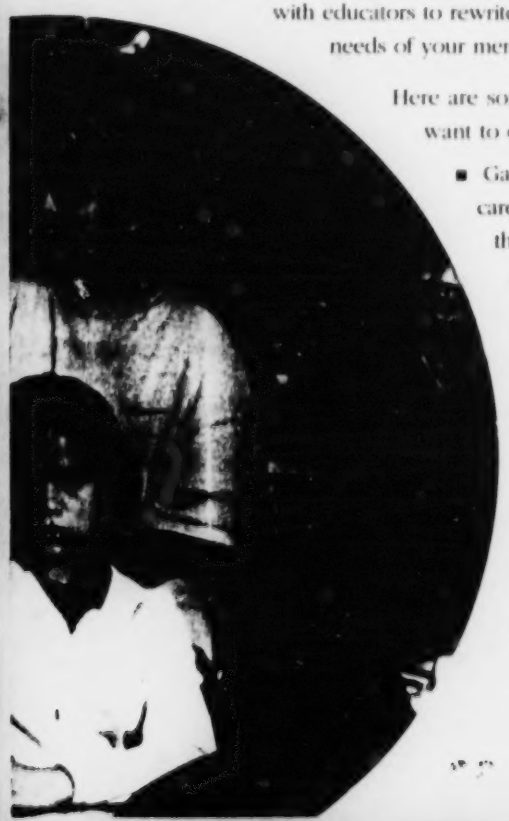
Here are some of the activities or services your association may want to offer:

- Explain to employers why it is important for them to support STC activities — what's in it for them and how they can get involved. You can do this via one-on-one conversations, at meetings or through other methods.
- Market the products and services your association brokers or provides employers with regard to STC efforts.
- Recruit employers to offer work-based learning opportunities for students, as well as for teachers, counselors and other educators. (Such opportunities could include internships, co-ops and apprenticeships.)
- Link interested employers to schools, colleges and training organizations.
- Help recruit, screen, prepare, match and place participants in work-based learning.
- Act as a communications go-between for employers, educators and trainers.
- Exchange information via newsletters and your Web site or by hosting meetings.
- Broker or provide training or advice on explaining what STC is; designing and operating high-quality, work-based learning; mentoring; supervising students and educators; co-working with students and educators; assessing student progress; giving feedback to schools; modifying internal human-resource practices to support STC; and addressing liability and regulatory issues.

- Work to involve unions in STC efforts, when appropriate.
- Provide payroll, insurance and other administrative services to reduce the STC paperwork burden for employers.

Information Source for Educators, Trainers, Students and Parents

Your association can help spread the word about the challenges that confront the modern American workplace, as well as the rewarding career opportunities available, especially in manufacturing. You can also work with educators to rewrite curricula to be more relevant to the needs of your members.



Here are some services your organization may want to offer or activities you could undertake.

- Gather information on manufacturing career prospects by surveying employers or the labor market and analyzing wage data.
- Provide that information to school/college/trainer personnel, parents and students. Emphasize the value and availability of manufacturing careers nationally and regionally.
- Arrange visits to manufacturing plants or arrange to have manufacturing personnel talk with groups. Your association can also provide career talks and take part in career days and fairs.

- Explain to educators and trainers exactly what employers want in the way of behaviors and skills.
- Where appropriate, develop and promote industry skill standards — or obtain existing skill standards from national associations or groups of associations. Disseminate such standards to employers and to educators.
- Work with educators and trainers to write, rewrite or adapt curricula that meets industry standards, leads to an industry certification through a course or training program and results in industry-recognized credentials for program graduates.
- Arrange work-based learning opportunities at the workplace for school administrators, teachers and counselors and help orient them to the experience.

Information Source and Support For Your Own Staff, Board and Members

Internal support for any STC effort is vital before you can hope to convince others to get involved. To that end, you should be sure of the following:

- your board of directors and staff thoroughly understand and believe in the merits of STC;
- you are planning and implementing your services and other actions effectively; and
- your organization has committed sufficient funding, space and personnel to reach your STC goals and maintain good relations with your constituencies.

Colorado Goes for the Funding

The Colorado Association of Commerce and Industry (CACI) has created a new Education and Workforce Development Council. The council's primary focus is to examine tax policies that offer incentives to employers for investing in education and skills training of incumbent employees. CACI also serves on an advisory committee for a $1.35-million project at Colorado Community College and Occupational Education System (CCCOES). The committee is creating a statewide consortium to train K–12 teachers about new and emerging technologies for the classroom.

Printing Industry Advises Heartland Educators on Needed Skills

The Printing Industry of Illinois/Indiana Association's national organization has developed Print Ed, skill standards for the printing industry. The association has advisory committees that work with educators to develop curricula, using the standards as guidelines. The state association also helps schools implement the curricula and works with its national organization in getting schools accredited.

Rochester, N.Y., Reaches Out To Educators and Students

Being visible is the route Rochester, N.Y.'s, Industrial Management Council is using to forge stronger ties with local educators. The council has used employer-recruitment breakfasts, worksite visits by educators and students and six-week paid summer internships to raise the consciousness of its constituents. Educators who take part in the six-week internship return to their schools to implement school-to-career strategies, present key findings to school district faculty and attend three additional meetings during the academic year.

Photo courtesy of Center for Optics Manufacturing

Rochester Area Career Education Collaborative teachers visit the University of Rochester's Center for Optics Manufacturing.

Maine Keeps Its Finger on Employee Pulse

The Maine Chamber and Business Alliance keeps up to date with employers by surveying them regularly. Volunteers from schools, colleges and other community organizations conduct these outreach interviews. The alliance reports its findings to the community and helps ensure that employer needs are being addressed.

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How MICA Is Supporting the Growth of STC Networks

MICA's work is guided by a Working Council. Council members include representatives from all three levels of employer associations (national, state and local) and key organizations with expertise in workforce development services. The Working Council oversees and advises MICA in the following areas:

- Helping small businesses engage in school-to-careers. MICA provides financial and technical support to five EAG/SAG affiliates so they can mount outreach projects supporting small business school-to-work programs. The affiliates include: CMEA, The Employers Association, Worcester, Mass.; the Iowa Association of Business and Industry, Des Moines, Iowa; the Industrial Management Council, Rochester, N.Y.; the Maine Chamber and Business Alliance, Augusta, Maine; and the Racine Area Manufacturers and Commerce, Racine, Wis.

- Infusing job standards into education and training. MICA provides financial and technical support to three industry groups (metalworking, chemicals and equipment servicing). In turn, those groups are working with state STC officials and state and local employer associations in New England, California, Texas and New York (metalworking); Colorado and Connecticut (chemicals); and Texas, Illinois and Ohio (equipment servicing).

- Promoting promising practices. MICA seeks to identify promising practices both by researching existing success stories and by drawing new examples from its current projects. Topics for these may include work-based learning for both students and school personnel; small business recruitment and support; assessment services leading to portable credentials; engaging unions in STC; and identifying how corporations benefit from STC.

- Conducting regional workshops. Reaching a range of business associations is an integral part of getting out the message. MICA disseminates such information in a variety of publications (issue briefs, how-to manuals and case studies) and promotes new success stories to national, state and local trade associations.

For further information and assistance, please visit the NAM Web site at www.nam.org or the MICA Web site at www.nam.org/Workforce/MICA/mica.html, or call the NAM's Center for Workforce Success at (202) 637-3010.

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Appendix: Classification Framework

For Employer Associations Involved in STC

This appendix can be used as a guide for local, state and national employer associations. It has been adapted from materials prepared by the American Productivity & Quality Center. The material tracks the framework for action. Any organization can use this material in its own strategic-planning process and when asking benchmarking partners how they have addressed the development and implementation of a particular process or product.

MICA Classification Framework

I. Role Supporting the STC System

A. Understand Employer Needs

1. Identify employers by size, sector, location, etc., whether members or not.
2. Assemble contextual information affecting employers:
   a. Identify economic trends.
   b. Identify key manufacturing trends.
   c. Identify social and cultural changes.
   d. Understand community demographics.
   e. Other
3. Develop workforce development (WFD) needs assessment tools.
4. Implement workforce development — assessment:
   a. Conduct qualitative and/or quantitative assessments.
   b. Conduct employer interviews.
   c. Conduct surveys.
   d. Conduct focus groups.
   e. Identify resources for STC/WFD (mapping public and private dollars and services).
   f. Other
5. Analyze information on WFD needs.
   a. Extrapolate from data and information to identify trends.
   b. Analyze changes in employer expectations.
   c. Identify services and new innovations meeting employer needs.
   d. Determine weaknesses of services and products of educators and trainers.
6. Evaluate WFD needs — assessment process.

B. Advocate Employer Needs and Views

1. Plan and coordinate advocacy messages and strategy.
   a. Identify policy-makers and practitioners to be reached.
   b. Select employer WFD needs to be advocated (from section I.A).
   c. Plan means of advocacy (personal contact, speaking, media campaigns, lobbying, etc.).
2. Implement advocacy plan.
   a. Develop advocacy materials.
   b. Make personal contacts, initiate media activities.
   c. Follow up to deepen impact.
3. Evaluate advocacy process.

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I. Role Supporting the STC System (continued)

C. Participate in STC Policy and Action Bodies

1. Identify STC stakeholders (*e.g.*, employers and employer associations, schools and post-secondary institutions, publicly supported STC planning/coordinating/governing bodies such as STC partnerships; training organizations and community-based organizations, including those serving special needs and out-of-school youth).
2. Form or join STC policy or action partnership(s).
   a. Identify existing STC policy or action partnerships.
   b. Join an existing partnership, or recruit stakeholders and organize an STC partnership.
3. Participate in governing/guiding the STC partnership:
   a. Assist in developing or revising the vision/mission/strategy of the partnership.
   b. Contribute to designing or revising partnership structures/practices/programs to align with vision/mission/strategy.
   c. Help the partnership in determining the financial, physical and human-resource needs of both the partnership and its members/stakeholders.
   d. Assist the partnership to determine indicators of success/goals/outcomes/benchmarks.
   e. Contribute to the design of partnership information systems.
   f. Help the partnership develop effective stakeholder relationship programs.
   g. Participate in evaluating, continuously upgrading partnership vision/strategy/structures/practices/programs.
4. Convey financial, physical and human resource needs of association to the partnership, including need for volunteers.
5. Assist in obtaining financial, physical and human resources required by association and partnership members for effective pursuit of visions/missions/strategies.
6. Respond to partnership requests for information required to guide partnership activities.
7. Maintain effective relationships with partnership members and other STC stakeholders.

II. Role Supporting Employers

Promoting and organizing employer involvement in STC and brokering or providing services to facilitate employer involvement in STC

A. Plan and Design Employer Services and Products

1. Develop association STC vision, mission and strategy supportive of employer STC role.
2. Plan new or revised services and products to promote employer involvement in STC; recruit employers to participate in STC; design and arrange learning opportunities for students and professional development opportunities for teachers and counselors at workplaces (including work plans); train supervisors and other employees to work effectively with students, teachers and counselors; serve as employer-of-record; train job-site mentors; involve unions effectively; assess progress during work-based learning and feed results back to schools, etc.
   a. Review research relevant to service and product design (*e.g.*, benefits to students, employers, teachers, counselors from STC, etc.).
   b. Establish productive relations with external resources relevant to services and products (*e.g.*, organizations with mentoring experience).
   c. Obtain materials, models relevant to intended services and products (*e.g.*, supervisor training manuals and model work plans and feedback instruments, etc.).
   d. Develop and test prototypes of new services and products (*e.g.*, local work-based learning manuals, etc.).
   e. Engage members and external STC stakeholders in design process, as appropriate.

B. Market STC Services and Products

To employers, particularly small and medium-sized

1. Plan and coordinate marketing strategy.
   a. Identify relevant customer segments (*e.g.*, different manufacturing industry sectors such as metalworking, chemical, etc.).
   b. Forecast demand (***based on section I.A.***).
   c. Plan pricing strategy, where appropriate.
   d. Plan marketing messages to communicate benefits to employers.
   e. Plan marketing means (*e.g.*, personal contact, membership meetings, speeches, media, etc.).
2. Develop/coordinate marketing program.
   a. Develop marketing budget.
   b. Develop marketing materials.

II. Role Supporting Employers (continued)

3. Implement marketing plan:
   a. Initiate personal contacts, meetings, etc., utilizing marketing materials developed.
   b. Handle inquires.
   c. Assess marketing implementation to goals and benchmarks.

C. Produce and Deliver Services and Products

1. Convert plans/designs/prototypes into products and services deliverable at required pace/scale.
   a. Assemble service/production capacities in-house; and/or
   b. Arrange/broker service/product requirements by customer
2. Deliver services and products:
   a. Confirm specific service/product requirements by customer.
   b. Arrange service/product delivery to meet demand.
   c. Deliver specific products/services.
3. Evaluate production and delivery process:
   a. Document and monitor delivery status.
   b. Evaluate service/product quality and customer satisfaction.
   c. Adjust service/product production/delivery per evaluation results.

III. Role Supporting Educators, Trainers, Students and Parents

Providing manufacturing career-oriented educational and training opportunities for students, teachers, counselors, others; infusing skill standards into education; certifying programs; credentialing graduates

A. Plan and Design Education-and-Training Services and Products

1. Develop association STC vision, mission, strategy supportive of educators, trainers, community-based organizations, students (including special-needs and out-of-school students), parents.
2. Plan new or revised services and products for educators, trainers, students, parents.
   a. Review research relevant to service and product design (*e.g.*, the nature and attractiveness of careers in manufacturing; industry skill standards, etc.).
   b. Establish productive relations with external resources relevant to services/products (*e.g.*, sectoral associations with procedures for certifying programs, credentialing graduates, etc.).
   c. Obtain materials, models relevant to intended services and products (*e.g.*, national skill standards, model curricula, suggested local planning processes to adapt models, etc.).
   d. Develop and test prototypes of new services and products (*e.g.*, guidelines on effectively hosting school visitors to manufacturing sites; national industry-endorsed, skills-standards-based curriculum guides, instructional materials, assessment instruments, etc.).
   e. Engage members and external STC stakeholders in design process as appropriate (*e.g.*, collaborate with education partners on aligning curriculum with mission and values, employability skills and skills standards, etc.).

B. Marketing STC Services and Products

To educators and trainers, students and parents

1. Plan and coordinate marketing strategy:
   a. Identify relevant customer segments (*e.g.*, high schools, community colleges, training organizations, community-based organizations, students, parents, special needs and out-of-school students, etc.).
   b. Forecast demand (*based on sections I.1 and I.3*).
   c. Plan pricing strategy, if appropriate.
   d. Plan marketing messages to communicate benefits to educators, trainers, students and parents.
   e. Plan marketing (*e.g.*, employer visits to classrooms; school visits to employer sites; personal relationships with teachers and counselors; school/trainer meetings/committees/task forces; speeches; media; etc.).

III. Role Supporting Educators, Trainers, Students and Parents (continued)

2. Develop and coordinate marketing program:
   a. Develop marketing budget.
   b. Develop marketing materials.
3. Implement plan:
   a. Initiate personal contacts, meetings, etc., using marketing materials developed.
   b. Handle inquires.
   c. Assess marketing implementation against goals and benchmarks.

C. Produce and Deliver Services and Products

1. Convert plans/designs/prototypes into products and services deliverable at required pace/scale.
   a. Assemble service/production capacities in-house; and/or
   b. Arrange/broker service/production capacities from external partners.
2. Support career guidance on manufacturing:
   a. Provide information on manufacturing careers to students, counselors and parents.
   b. Visit schools, talk with teachers, counselors, classes, individual students.
   c. Arrange visits to manufacturing facilities for tours and discussions with manufacturing professionals.
3. Facilitate staff development for education/trainer/CBO partners:
   a. Link teachers, counselors, staffs of training organizations and community-based organizations into industry-based staff development opportunities, particularly work-based learning.
   b. Participate in in-service, school-based staff training of teachers and counselors.
4. Facilitate use of industry skill standards, certification programs, credentialing programs:
   a. Link local educational/training institutions to local employers and to state and/or national industry skills standards bodies, program accreditation programs and credentialing organizations.
   b. Assist in local adaptation and implementation of skill standards and certifying/credentialing programs.
   c. Provide volunteers, information and other support to national and state skills standards and certifying/credentialing programs.
5. Evaluate production and delivery process:
   a. Document and monitor delivery status.
   b. Evaluate service and product quality and customer satisfaction.
   c. Adjust and update service and product production and delivery per evaluation results.

IV. Internal Role

A. Manage Financial, Physical and Human Resources

1. Identify requirements from association and partnership vision, mission and strategies.
2. Plan financial, physical and human resources:
   a. Assess financial risks and needs.
   b. Plan external fund-raising and pricing of products and services.
   c. Plan staff and volunteer requirements for association STC activities and support of STC partnership.
   d. Plan space, equipment, telecommunication and other physical requirements.
3. Manage resource development and use:
   a. Raise required external funds; implement pricing strategy for products and services.
   b. Acquire, manage and develop required staff and volunteer human resources.
   c. Acquire and manage required physical resources.
   d. Evaluate resource development/utilization.

B. Manage Improvement and Change

1. Plan improvement and change programs.
2. Implement improvement and change programs.
3. Evaluate improvement and change programs.

MICA Working Council

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Cathleen Barton
Semiconductor Industry Association
Chandler, Ariz.

Carol Cline Barkow
Racine Area Manufacturers and Commerce
Racine, Wis.

Ivan Charner
Academy for Educational Development
Washington, D.C.

Dennis Colby
Printing Industry of Illinois/Indiana Association
Chicago, Ill.

Karen Cronenberger
CMEA, The Employers Association
Worcester, Mass.

Jenni Dunaway
Iowa Association of Business and Industry
Des Moines, Iowa

Ellen Horan
Manufacturers Assoc. of Berks County
Reading, Pa.

Richard Kazis
Jobs for the Future
Boston, Mass.

Rene Leger
Worksite 21
Portland, Ore.

Lynne Osterman
Employers Association, Inc.
Plymouth, Minn.

Garret Oswald
Maine Chamber and Business Alliance
Augusta, Maine

Dan Pilcher
Colorado Association of Communication and Industry
Denver, Colo.

Kathleen Raniewicz
Industrial Management Council
Rochester, N.Y.

Roy Reynolds
Virginia Manufacturers Association
Richmond, Va.

Suzanne Teegarden
Workforce Learning Strategies
Cambridge, Mass.

James Trono
Employers Association of Western Massachusetts
Agawam, Mass.

Greg Ulferts
American Society of Employers
Southfield, Mich.

Jeanne T. Wells
Iowa Association of Business & Industry Foundation
Des Moines, Iowa

Lauren Weisberg Kaufman
Connecticut Business and Industry Association, Inc.
Hartford, Conn.

Catherine Wescott
Pennsylvania Manufacturers' Association
Philadelphia, Pa.

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MICA Partners

For more information on MICA, contact:

Phyllis Eisen, *Executive Director*
Inger Parker, *Associate Director*
Basil Whiting, *Senior Fellow*
Center for Workforce Success
National Association of Manufacturers
1331 Pennsylvania Avenue, NW
Washington, DC 20004-1790
(202) 637-3011
peisen@nam.org

Jean Wills, *Director*
Barbara Kaufmann, *Senior Associate*
Center for Workforce Development
Institute for Educational Leadership
1001 Connecticut Avenue, NW, Suite 310
Washington, DC 20036
(202) 822-8405, Ext. 103
willsj@iel.org

Jeff Allum, *Research Associate*
American Chemical Society
1155 16th Street, NW
Washington, DC 20016
(202) 872-6124
jra97@acs.org

Kenneth Chapman, *Project Director*
(804) 448-9323
kmc97@aol.com

Robert Hofstader, *Principal Investigator*
(212) 872-4478
Hofst@gatecity.net

Robert W. Sherman, *Technical Director*
National Institute for Metalworking Skills
10301 Democracy Lane, Suite 407
Fairfax, VA 22030
(703) 352-4971
RWS100@aol.com

Kathryn Cotter, *Director, Marketing & Development*
Frank Giannelli, *Director, Career Programs*
Associated Equipment Distributors Foundation
615 West 22nd Street
Oak Brook, IL 60523
(630) 574-0650
ffgiannelli@aednet.org

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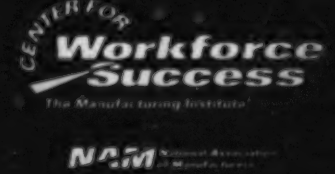

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